

**Education + Training**  
**Systematic Mapping: Educational and Social**  
**Entrepreneurship Innovations (2015-2020)**

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# Systematic mapping: educational and social entrepreneurship innovations (2015–2020)

Systematic  
mapping

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## Abstract

**Purpose** – This study aims to analyze recent publications (2015–2020) that refer to educational and social entrepreneurship to identify the primary emerging themes and gaps of entrepreneurship research and management that would be helpful for future studies and entrepreneurial ventures.

**Design/methodology/approach** – The authors used systematic mapping to review 92 research articles that address educational innovation and social entrepreneurship. All the articles were published between 2015 and January 2020 and were found in the Web of Science (WoS) and Scopus databases.

**Findings** – The data analysis identified the following: the articles most frequently cited, the journals that published the highest number of relevant articles, the geographical distribution of these publications and their authors, the context of the research, the lines and themes that emerged, and the gaps in the literature regarding the research and management of educational and social entrepreneurship.

**Research limitations/implications** – The search for articles was limited to educational and social entrepreneurship innovations and the English language; thus, studies published in other languages were not analyzed.

**Originality/value** – The analysis of this research allowed us to review concepts and identify research methods employed and thematic lines analyzed. Therefore, the work is of value for educational and social entrepreneurs and researchers who wish to examine such concepts or focus on areas not yet fully explored.

**Keywords** Entrepreneurship, Entrepreneurial education, Social entrepreneurship, Entrepreneurial ecosystem, Educational innovation, Higher education

**Paper type** Literature review

## 1. Introduction

Currently, entrepreneurship is analyzed, focusing on companies created for economic purposes, the characteristics of the individuals who launch or innovate ventures and how entrepreneurial skills are developed. Entrepreneurship can be examined from business, educational or social perspectives. Educational and social entrepreneurship, the focus of our work, are defined in a disassociated way: “Educational entrepreneurship”, commonly applied in higher education, refers to developing the entrepreneurial capacity and mentality of students (European Commission, 2008) or, as proposed by Kumar and Kumar (2015), creating an entrepreneurial culture so that students can assume responsibilities, innovate and find solutions without necessarily creating new companies. “Social entrepreneurship” emphasizes resolving problems that arise in society, using business methods that lead to creations with

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both economic and social value (Hota *et al.*, 2020). Entrepreneurship implies starting something to provide viable and innovative solutions independent of the context in which they are developed.

Mass training takes place within educational institutions, which is why entrepreneurship in education significantly impacts the entrepreneurial ecosystem, social entrepreneurship and, therefore, educational systems. López (2017) mentioned that the academic community could become the means to transmit the foundations of social entrepreneurship due to their importance in the integral formation of individuals. In addition, the Global Entrepreneurship Monitor 2019–2020 report emphasized professional and continuing training in entrepreneurship education, starting in the primary levels of schooling (Bosma *et al.*, 2020). Thus, entrepreneurship in education implies establishing new pedagogical practices in educational institutions, beginning with training entrepreneurial teachers from the educational environment.

This study employed a systematic mapping method to analyze recent publications (2015–2020) about educational and social entrepreneurship to contribute to research on the management of entrepreneurial practices in various fields. The specific objectives were:

- (1) To recognize educational and social entrepreneurship emphasis by the number of publications and interest in this research topic.

To identify the methods, strategies and instruments used in research on educational and social entrepreneurship articles in recent years to determine which methodological elements could be used in future research to obtain more information.

To analyze the thematic lines that have been relevant in recent years concerning educational and social entrepreneurship to make recommendations for those requiring further management and research.

- (2) To identify the challenges and recommendations proposed by the authors of the articles published in the last five years about educational and social entrepreneurship.
- (3) To identify the gaps in entrepreneurship education in various contexts.

The mapping began with a literature review of the articles considered in this study and then proceeded with the analysis method, considering the inclusion and exclusion criteria for the articles analyzed and the questions that guided the process. The results became the core component of this research. They include relevant research findings on issues not addressed, for example, educational entrepreneurship linked to social entrepreneurship, the possibility of using other methods and strategies to achieve different results and the gaps in the literature that need to be closed to acquire practical knowledge.

## 2. Literature review

The educational entrepreneurship studies of the last five years analyzed in this article focus on the entrepreneurial formation of students, alluding to processes that take place in universities. Other studies focus on the emergence of entrepreneurs in society to address the problems presented in this and other research from a development and business creation perspective. Therefore, this literature review is based on the main concepts that researchers address related to entrepreneurship within three contexts: business, education and social.

### 2.1 Entrepreneurship

In an era of transformations resulting from scientific and technological advances and societal changes, taking the initiative to solve everyday problems is a challenge that must be taken on collectively. According to the Real Academia Española de la Lengua (2020), entrepreneurship

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means undertaking and starting work, business or venture commitment, usually involving difficulty or risk. Various authors project this concept of entrepreneurship in their articles. [Kumar and Kumar \(2015\)](#) stated that entrepreneurship encompasses more than just the process of creating companies. It also requires agents of change and affects social, political and economic dimensions. Entrepreneurship can be defined as a way of reasoning, thinking and acting, where opportunities, holistic approaches and balanced leadership are paramount ([Cantú et al., 2019](#)). Entrepreneurship is an essential driver of social health and wealth and is a formidable engine of economic growth to address some of society's most complex challenges ([Bosma et al., 2020](#)). Regardless of economic, political, social or educational contexts, entrepreneurship involves action and transformation that benefits society. As a subject, it involves many aspects to be analyzed and offers many research opportunities.

### *2.2 Entrepreneurial ecosystem*

The literature review of entrepreneurship thus far indicated that entrepreneurship has different interpretations but one purpose: to transform, whether it is in the academic, political, social or business field. About the field of business, [Orhei et al. \(2015\)](#) analyzed the origin of the concept relating to opportunities to create future goods and services with economic value. [Kreuzer et al. \(2018\)](#) discussed it in the context of the birth of new companies or innovations in the activities of the small, medium or large companies already established. They referred to the “entrepreneurial ecosystem,” explaining that it consists of six areas: politics, finance, markets, human capital, support and culture, dependent upon the geographical context. Although this article emphasizes educational and social entrepreneurship, these other conceptualizations must be understood in the business sphere because they highlight the specific aspects currently emphasized in entrepreneurial training.

The entrepreneurial ecosystem is analyzed from the economic perspective where investment and human capital are substantial and are growth values for companies. According to [Pradhan and Kuman \(2013\)](#), entrepreneurship is an instrument of a country's development, economy and industry. In the business world, an entrepreneur is an individual capable of making decisions in a context of uncertainty and unpredictable market behavior; thus, the entrepreneur can make risky or uncertain decisions ([Villamor and Prieto, 2014](#)). Entrepreneurs seek to generate economic activity and explore new products, processes or markets ([OECD, 2012](#)). The entrepreneurial ecosystem's characteristics and human skills and attitudes lead us to consider the need to train individuals and question whether the capacity to take the initiative to start a business and generate economic capital is inherent in a person. Is it contextual? Can such abilities be learned?

### *2.3 Educational entrepreneurship*

In the education field, we must analyze what and how entrepreneurial education has been introduced, the purposes of incorporating entrepreneurship into academic curricula and the pedagogical preparation of those responsible for its development. According to [Pradhan and Kumar \(2013\)](#), entrepreneurship education is crucial for promoting entrepreneurship. [Saenz and López \(2015\)](#) stated that entrepreneurial education faces a fundamental challenge, which is to move from educating “about” entrepreneurship to educating “for” entrepreneurship. Entrepreneurial competency is the ability to devise and implement new and various solutions to problems or situations in the environment ([Sierra, 2016](#)). From the previous approaches, we can deduce that educational institutions must include the development of entrepreneurial competence in the profile of their graduates, implying a challenge for managers and teachers. They must move from traditional teaching to training for entrepreneurship in the various areas where it is applied today.

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#### 2.4 Social entrepreneurship

Nowadays, entrepreneurship is not limited to the business world; it is pervasive in education and relevant to solving social problems. Fostering an entrepreneurial attitude also embraces social realities in civil society and applying entrepreneurship to social innovations (Núñez and Núñez, 2016). Linked to the detection of social needs (López, 2017), the purpose of social entrepreneurship is to create social value for public welfare (Del Río, 2017). Social enterprises carry out commercial activities and reinvest the surplus for business or community purposes (DTI, 2002; cited by Wronka-Pospiech, 2016). This type of enterprise reflects the values emanating from individuals with a solid mission to contribute to society.

In social entrepreneurship, visionary leaders emerge. The social entrepreneur is a change agent who generates and promotes social values, recognizes new opportunities in his or her mission (Sáenz and López, 2015), is innovative, creative and inspiring, takes direct action and has courage and strength (Martin and Osberg, 2007). A social entrepreneur possesses specific characteristics and skills that drive him/her to carry out transformations in a particular context. These skills or competencies can be developed in the educational environment or entrepreneurial programs in the community.

In recent years, entrepreneurship training in education has taken entrepreneurial spirit beyond the production of economic capital in the business world. The development of competencies for social entrepreneurship in higher education begins with training students through relevant and motivating learning experiences (García-González and Ramírez-Montoya, 2020). Training activities for social entrepreneurial competencies such as personal skills, leadership, social innovation, social value and business management (Vázquez-Parra *et al.*, 2020) can be promoted in various disciplinary areas, without being limited to the courses and students of a business school (García-González and Ramírez-Montoya, 2021). The authors cited above showed that the development of social entrepreneurship competencies is highly influenced by the student's intrinsic motivation to solve a problem; therefore, the strategies implemented in the educational environment to promote entrepreneurship training must align with the needs and interests of the students.

Thus, investigating how educational, business and social entrepreneurship are connected is relevant because it allows identifying the gaps in the training of entrepreneurs who contribute to economic development and eradicate social problems. The description of how innovative entrepreneurship has developed should not be left aside because it is inseparable from the active contributions of individuals, their social partners, social traditions and the material resources used (Coll *et al.*, 2014). Afreh *et al.* (2019) mention various contexts that can facilitate or contribute to individuals' entrepreneurial actions. Among them, they cite social, economic, institutional and temporal-historical contexts. This article also includes the educational/academic context (Dal *et al.*, 2016) to refer to the school environment in which entrepreneurship in any of its variants is encouraged, arise, or analyzed.

Regarding the economic field, the business context stands out for studies focused on companies in the economic branch and the factors of the entrepreneurial ecosystem (Kreuzer *et al.*, 2018) enabling their activities to be developed. Kreuzer *et al.* (2018) mention the government as part of an entrepreneurial ecosystem; however, this article analyzes it as an additional context in which policies, programs, incentives and ways to encourage or regulate entrepreneurship in different media are established. Identifying the geographical distribution of the authors, the number of citations each has, the context of the research, the countries or regions where the studies are focused, the fields and sources allows us to recognize the contextual relevance of the educational and social entrepreneurship and the research on this topic.

Analyzing the methodological designs is relevant to determine the areas of opportunity regarding the methods for future research. This classification considers theoretical articles referring to specific topics or literature reviews, articles that present factual/empirical

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research with qualitative, quantitative or mixed methods, and articles that present factual/empirical research with qualitative, quantitative or mixed methods (Creswell and Plano, 2011). Empirical research articles use different strategies, techniques and instruments to collect data and observe events (Harwell, 2011).

On the other hand, elucidating the thematic lines of educational, social and business entrepreneurship analyzed in recent research helps focus on the relevant topics and those that have lagged. It is possible to analyze the issues emerging from the classifications of educational, social and business entrepreneurship made by authors such as Cantú *et al.* (2019), Sassmannshausen and Volkmann (2016), and Kreuzer *et al.* (2018). Entrepreneurial education refers to programs, instruments, attitudes, perceptions, skills, implementation, entrepreneurship, education and pedagogy (Cantú *et al.*, 2019) in the educational context.

Regarding social entrepreneurship, Sassmannshausen and Volkmann (2016) address theoretical constructs, its impact or social value, the support given to it, the networks that arise, the creation of social enterprises, processes, characteristics of entrepreneurs, reviews, reports or narratives, social opportunities and education in social entrepreneurship or social innovation.

Finally, a category that cannot be omitted is entrepreneurship related to the creation of companies. At this point, the articles that focus on the entrepreneurial ecosystem with thematic lines directed to the analysis of policies, finance, entrepreneurial culture, support, human capital and the market have been analyzed (Kreuzer *et al.*, 2018). Identifying the thematic lines allows recognizing which aspects of entrepreneurship have been emphasized the most and which topics have been less relevant for implementation or study, granting the opportunity to make proposals for entrepreneurial education.

The challenges and recommendations for future studies can focus on identifying criteria, management and uniqueness (Oliveira *et al.*, 2016). Likewise, it is convenient to add the categories of methodology and theory as Kroll *et al.* (2018) and Aguilera (2013) propose.

### 3. Research method

A systematic mapping study “allows the evidence in a domain to be plotted at a high level of granularity. This allows for the identification of evidence clusters and vacuums to direct the focus of future systematic reviews and to identify areas for more primary studies to be conducted” (Kitchenham and Charters, 2007, p. 5). This method facilitates identifying thematic lines of research, analyzing the methodology followed by the authors and identifying areas for future systematic literature review analyses. For this mapping, we used the protocol determined by García-Peñalvo (2017):

- (1) Define the research questions and objectives.
- (2) Define the inclusion and exclusion criteria.
- (3) Identify databases and search engines.
- (4) Define the search terms.
- (5) Search scientific databases and extract relevant content and data.
- (6) Assess the quality of search results.
- (7) Gather the most outstanding results for analysis.

#### 3.1 Definition of research questions

First, we defined the research questions establishing the guidelines for the study. According to Kitchenham and Charters (2007), mapping studies are generally driven by broad research

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questions. The analytical methodology in this mapping arose from the following research questions:

- (1) **RQ1:** How many educational and social entrepreneurship studies are in the Scopus and WoS databases from 2015 to 2020?
  - Number of articles in Scopus.
  - Number of articles in WoS.
  - Number of duplicate items.
- (2) **RQ2:** What are the most frequently cited articles?
  - Most cited articles.
  - References used by the researchers with the highest number of citations.
- (3) **RQ3:** What is the geographic distribution of authors?
  - Country of the first author of the article.
- (4) **RQ4:** Which are the most widely published journals on this topic?
  - Journal with most publications.
  - What is the rank of the magazine? Q1, Q2, Q3, Q4.
  - Geographic distribution of the most published journals.
- (5) **RQ5:** What are the types and methodological designs of the studies identified?
  - Number of theoretical – conceptual articles.
  - Number of empirical research articles.
  - Number of mixed-methods articles.
  - Design, technique or instruments used.
- (6) **RQ6:** What is the context of the identified studies?
  - Academic, social, business and government.
  - Level of education for the academic context.
- (7) **RQ7:** What are the lines and topics addressed in the identified articles?
  - Lines and themes in the categories of entrepreneurial education, social entrepreneurship and entrepreneurial ecosystem.
  - Keywords of the thematic lines.
- (8) **RQ8:** What are the challenges for future studies on this topic?
  - Categories of research gaps identified by the authors of the articles: methodology, theory, management, identification of criteria and individual work.
  - Keywords of the research challenges.

### *3.2 Inclusion and exclusion criteria*

The inclusion and exclusion criteria were used to select the most relevant articles to answer the research questions. The inclusion and exclusion criteria should be based on the

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research questions. They should be tested to ensure that they can be reliably interpreted and rank the studies correctly (Kitchenham and Charters, 2007). The inclusion criteria for this article were: articles reporting on studies that address the issues of educational and social entrepreneurship, articles contained in the WoS and Scopus databases, articles published from 2015 to January 2020, articles written in the English language and articles related to innovation. Exclusion criteria were duplicate articles and books or book chapters.

### 3.3 Databases and search terms

The Scopus and WoS databases were searched to identify studies on educational and social entrepreneurship topics that address innovations that various authors have investigated within the last five years. To identify these articles, we defined an identical search chain for the two databases to locate works that possibly answered the research questions, emphatically following the established inclusion and exclusion criteria. The result was a selection of articles that constituted the database for the analysis.

(1) Scopus search chain:

(TITLE-ABS-KEY (educational AND social AND entrepreneurship) AND TITLE-ABS-EY (innov\*)) AND DOCTYPE (ar) AND PUBYEAR >2015 AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English"))

(2) WOS search chain:

(educational AND social AND entrepreneurship) AND THEME: (innov\*). Refined by: LANGUAGES: (ENGLISH) AND DOCUMENT TYPES: (ARTICLE). Time period: 2015–2020. Indexes: BKCI-S, BKCI-SSH, SCI-EXPANDED, ESCI, A&HCI, SSCI, CPCI-SSH, CPCI-S.

### 3.4 Extracting relevant content and data from databases

After searching in the Scopus and WOS databases for articles pertinent to this research, we exported the extracted studies to Excel. The search of the databases, using educational and social entrepreneurship terms linked to innovation, yielded 64 articles in Scopus and 64 from the WOS database, producing 128 articles. Of those, 28 articles extracted from WOS were duplicated in the Scopus database and were eliminated. Upon review, eight of the remaining items were book chapters, an exclusion criterion; thus, these were also eliminated. Twenty-eight articles from the WOS database and 64 from Scopus remained, totaling 92 articles for the analysis to answer the research questions.

For data on the articles, see the database of the article mapping for this paper at the following link:

<https://docs.Google.com/spreadsheets/d/1DESWIC1xgFIYCruenOoUAAxGD7DjSJ40/edit?usp = sharing&ouid = 100151148085790353294&rtpof = true&dsd = true>

### 3.5 Classification criteria for thematic lines and research gaps

To have a frame of reference for analyzing the articles per the topics that emerged and the research gaps identified by the authors in each article, we devised a classification based on authors who had carried out studies previously. For the topics that emerged, we considered what was presented by Cantú *et al.* (2019), Sassmannshausen and Volkmann (2016) and Kreuzer *et al.* (2018), establishing categories and thematic lines.

To determine the research gaps, we analyzed the study findings reported in the articles. The research gaps were classified based on the conceptualizations of the researchers Oliveira *et al.* (2016) and Kroll *et al.* (2018):



- (1) Individuality: The model is developed and applied to a single organization and explicitly identifies the actors, mainly the decision-maker to whom the model is directed (Oliveira *et al.*, 2016).
- (2) Identification of evaluation criteria: Identifying the criteria to carry out performance measurements can be classified into five groups: articles that use benchmarking with other projects and organizations, literature reviews, specialized consultancies, questionnaires answered by managers and articles that do not detail how they identify the criteria used (Oliveira *et al.*, 2016).
- (3) Management: Analyze how the articles diagnose current situations and propose actions for improvement (Oliveira *et al.*, 2016).
- (4) Theory: The articles clearly identify the concepts emerging from the research, explaining phenomena based on observation, experience or logical reasoning (Kroll, 2018).
- (5) Methodology: Elements of each method related to its genesis, rationale, ethical articulation, reasonability, explanatory capacity, applied utility, control procedures used (for example, in empirical work) and how it is structured to produce results (Aguilera, 2013; Kroll, 2018).

#### 4. Results

The results are presented according to the defined questions, answered after analyzing the articles extracted from the Excel database.

*RQ1.* How many educational and social entrepreneurship studies are in the Scopus and WoS databases from 2015 to 2020?

A total of 128 articles were obtained from the databases. When the review was carried out, 28 articles found in the WoS database were identified as duplicates in the Scopus database, and eight were identified as book chapters. These 36 articles were eliminated, resulting in 28 remaining in the WoS database and 64 in the Scopus database, leaving 92 articles to analyze.

*RQ2.* What are the most frequently cited articles?

This analysis had two phases. In phase one, the authors cited at least ten times were located, and then we analyzed the references used by these researchers (seven) and those published from 2014 to 2020 were selected. Likewise, this second group of publications was reviewed to know which authors had the highest number of citations. In phase one, the article with the most citations (51) discussed the correlations of creativity, innovation and entrepreneurship (Edwards-Schachter *et al.*, 2015). The second, with 25 citations, alluded to the determinants of entrepreneurial intention among students in Ethiopia (Buli and Yesuf, 2015). The third, with 13 citations, referred to a business administration training program in a specific context (Gómez and Garzón, 2017).

On the other hand, analyzing the references by the authors of the articles in the first phase resulted in nine articles with more than ten citations. The first, with 481 citations, analyzed the relationship between business education and the entrepreneurial intention of a group of individuals (Bae *et al.*, 2014). The second (86 citations) analyzed “the effect of prior entrepreneurial exposure on entrepreneurial intention” (Zapkau *et al.*, 2015, p. 1), and the third (63 citations) studied “The Role of Entrepreneurship Education” (Solesvik *et al.*, 2014, p. 1).

Table 1 shows the number of articles analyzed and the number of times they were cited through January 2020. The second part of Table 1 shows the references used by the researchers, only those with the highest number of citations through January 2021.

Articles selected in the first phase (Scopus-WoS)						Articles selected in the second phase (references of first phase authors) - publications from 2014 onwards					
Article number (Annexed database- phase I- Entrepreneurship Scopus-WoS)	Year of publication	Number of citations	Years of publication to 2020	Article number (Annexed database- phase I- Entrepreneurship Scopus-WoS)	Year of publication	Number of citation	Years of publication to 2020	Article number (Annexed database- phase I- Entrepreneurship Scopus-WoS)	Year of publication	Number of quotation	Years of publication to 2020
20	2015	51	5	3	2019	0	1	11	2014	N/A	6
8	2015	25	5	4	2019	0	1	12	2014	N/A	6
24	2017	13	3	5	2018	0	2	15	2014	N/A	6
1	2016	11	4	9	2020	0	0	16	2014	N/A	6
44	2016	11	4	11	2019	0	1	19	2014	N/A	6
54	2015	11	5	12	2019	0	1	29	2016	N/A	4
7	2017	10	3	14	2018	0	2	27	2014	N/A	4
46	2015	9	5	19	2020	0	0	5	2015	86	5
2	2020	9	0	23	2015	0	5	3	2014	63	5
2	2018	8	2	25	2016	0	4	30	2015	31	5
17	2018	8	2	26	2017	0	3	1	2015	16	5
22	2017	8	3	28	2019	0	1	2	2014	15	6
92	2015	8	5	30	2018	0	2	17	2014	15	6
6	2017	6	3	31	2015	0	5	23	2016	10	4
38	2015	6	5	36	2017	0	3	31	2016	10	4
41	2016	6	4	37	2017	0	3	18	2014	9	6
59	2016	6	4	39	2019	0	1	22	2015	9	5
47	2019	5	1	40	2017	0	3	10	2014	4	6
64	2017	5	3	43	2016	0	4	14	2014	4	6
49	2016	4	4	45	2018	0	2	20	2014	4	6
52	2018	4	2	50	2017	0	3	21	2014	4	6
29	2019	3	1	53	2017	0	3	6	2014	3	6
32	2019	3	1	55	2019	0	1	8	2014	2	6
33	2018	3	2	57	2019	0	1	28	2015	2	5
62	2016	3	4	58	2017	0	3	4	2014	0	6
13	2018	2	2	60	2019	0	1	7	2014	0	6
21	2019	2	1	63	2016	0	4	9	2014	0	6
34	2015	2	2	65	2017	0	3	13	2014	0	6
42	2019	2	1	66	2019	0	1	24	2014	0	6

(continued)

Systematic mapping

**Table 1.** Articles and number of times cited by other authors

Table 1.

Articles selected in the first phase (Scopus-WoS)										Articles selected in the second phase (references of first phase authors) - publications from 2014 onwards				
Article number (Annexed database- phase I- Entrepreneurship Scopus-WoS)	Year of publication	Number of citations	Years of publication to 2020	Article number (Annexed database- phase I- Entrepreneurship Scopus-WoS)	Year of publication	Number of citation	Years of publication to 2020	Article number (Annexed database- PHASE II- references phase I)	Year of publication	Number of quotation	Year of publication	Number of quotation	Years of publication to 2020	
48	2015	2	2	68	2019	0	1	25	2014	0	2014	0	6	
51	2018	2	2	69	2017	0	3	26	2017	0	2017	0	3	
61	2017	2	3	70	2017	0	3							
81	2017	2	3	71	2019	0	1							
86	2017	2	3	72	2019	0	1							
87	2016	2	4	73	2019	0	1							
91	2019	2	1	74	2017	0	3							
15	2019	1	1	76	2019	0	1							
16	2015	1	1	78	2018	0	2							
18	2019	1	1	79	2016	0	4							
27	2016	1	4	80	2018	0	2							
35	2015	1	1	82	2018	0	2							
56	2018	1	2	83	2019	0	1							
67	2016	1	4	85	2019	0	1							
75	2019	1	1	88	2019	0	1							
77	2019	1	1	89	2019	0	1							
84	2019	1	1	90	2017	0	3							
Articles from the two phases with 10 or more citations since publication														
Article number (Annexed database- phase I-Entrepreneurship Scopus-WoS)	Year of publication	Number of quotations	Years of publication to 2020	Article number (Annexed database-PHASE II- references phase I)	Year of publication	Number of quotations	Years of publication to 2020	Year of publication	Number of quotations	Year of publication	Number of quotations	Years of publication to 2020		
20	2015	51	5	27	2014	481	6	2014	481	2014	481	6		
8	2015	25	5	5	2015	86	5	2015	86	2015	86	5		
24	2017	13	3	3	2014	63	6	2014	63	2014	63	6		
1	2016	11	4	30	2015	31	5	2015	31	2015	31	5		
44	2016	11	4	1	2015	16	5	2015	16	2015	16	5		
54	2015	11	5	2	2014	15	6	2014	15	2014	15	6		
10	2017	10	3	17	2014	15	6	2014	15	2014	15	6		
				23	2016	10	4	2016	10	2016	10	4		
				31	2016	10	4	2016	10	2016	10	4		

RQ3. What is the geographic distribution of the authors?

The geographic locations of most of the first authors of the articles about educational and social entrepreneurship with innovations were Russia and the United States, with 15 and 12 authors, respectively, followed consecutively by China, Spain and the United Kingdom (Figure 1).

RQ4. Which are the most widely published journals on this topic?

To answer this question, we grouped the data in a dynamic table, determining the country, journals, the number of publications of each journal and the level (Q1, Q2, Q3, Q4 or NAQ for articles with no ranking) according to the ranking of the journal.

The journals with the most publications about educational and social entrepreneurship with innovation were analyzed in two phases. The first corresponded to the articles in journals located in the WoS and Scopus databases: *Sustainability*, *Journal of Entrepreneurship Education* *Mediterranean Journal of Social Sciences*, and *Education and Training*. The countries with the most publications on this subject were the United States and the United Kingdom. According to the analysis, 14 journals were ranked in Q1, 34 in Q2, 26 in Q3, 7 in Q4 and 11 NAQ with no ranking found (Figure 2).

In the second phase, from the references used by the authors of phase one and publication dates from 2014 to 2020, we identified that the journal *Education and Training* stood out with four published articles, but 27 journals had one or two articles on this topic.

RQ5. What are the types and methodological designs of the studies identified?

Ninety-two related articles were analyzed from the Scopus and WoS databases with the theme of educational and social entrepreneurship and included innovation. We found that empirical research predominated (qualitative or quantitative), and the most used data collection instrument was the questionnaire. In second place, theoretical studies, only two articles referred to empirical research with mixed methods; the publication by [Abou-Warda \(2016, p. 1\)](#) had as a purpose to “develop a framework for technology entrepreneurship

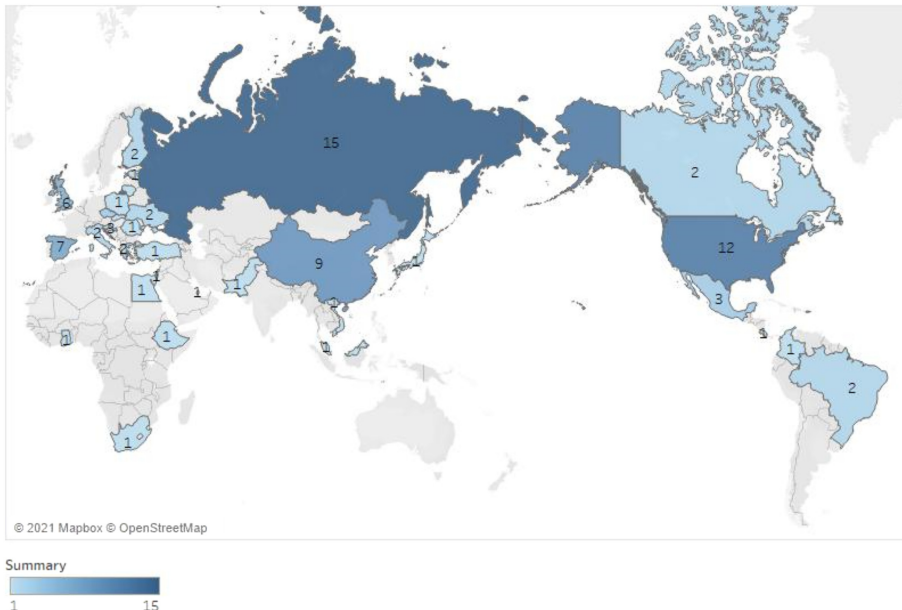


Figure 1.  
Geographic  
distribution of authors



education (TEPE) within universities,” and the publication by [Mehta et al. \(2016, p. 1\)](#) referred to “an educational and entrepreneurial ecosystem to actualize technology-based social ventures.” ([Figure 3](#)).

*RQ6.* What is the context of the identified studies?

Most of the analyzed articles referred to higher education, followed by the business area, the social area and a few related to the government context. A close correlation among the different contexts was not found. Entrepreneurship was analyzed from the specific context (social or business) without referring to educational actions that developed entrepreneurship skills in students.

*RQ7.* What are the lines and topics addressed in the identified articles?

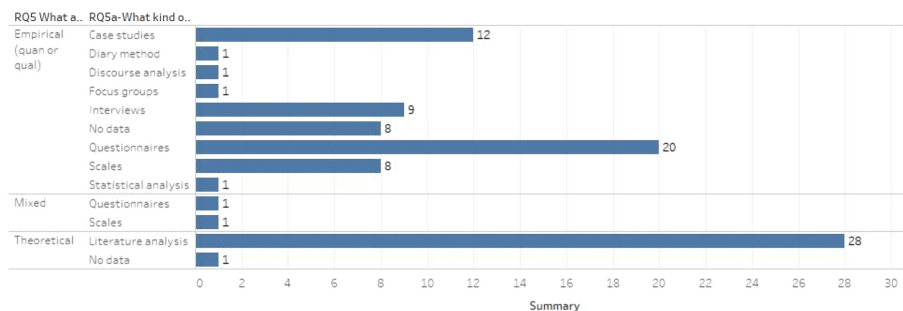
Most of the articles were positioned in the academic context. The four main thematic categories were related to studying the implementation of entrepreneurial activities or projects, examining how to teach entrepreneurship in higher education, the entrepreneurial spirit that students or university graduates demonstrate and, finally, the development of entrepreneurial skills. In the business field, what attracted the attention of researchers was the culture of entrepreneurship and human capital. Regarding social entrepreneurship, issues of innovation and entrepreneurship training emerged. Finally, a few articles were found in the government area, each with different a theme.

As illustrated in [Figure 4](#), implementing programs with entrepreneurial innovations developed by students, taking advantage of the educational environment for their training, stands out. Some innovations emerged related to the pedagogical function for education in entrepreneurship, other program implementations from education referring to sustainability and training for entrepreneurship and the intentions, skills and entrepreneurial spirit of students or university graduates. In the social context, the themes were various; those of note related to innovations, social entrepreneurship and social enterprises in the agricultural field. In the business context, studies referred to business intention and human capital issues, including entrepreneurship by immigrants.

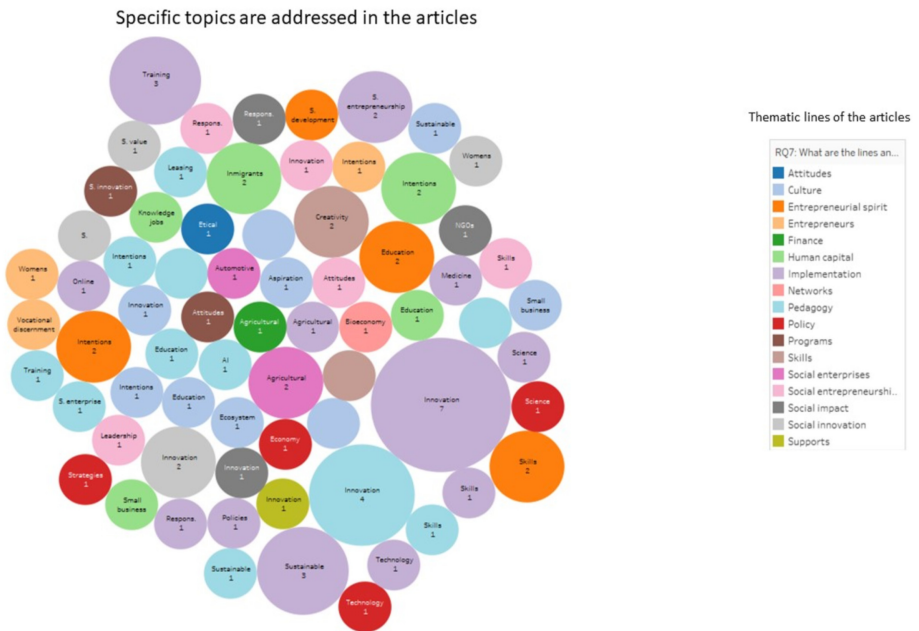
*RQ8.* What are the challenges for future studies on this topic?

A classification for challenges for future studies was made based on the findings of [Oliveira et al. \(2016\)](#) and [Kroll et al. \(2018\)](#).

Five categories of challenges for future studies mentioned by researchers were identified for educational and social entrepreneurship: criteria, management, methodology, singularity and theory. From those, the following 12 challenges emerged: (1) conducting research that produces results that can be generalized, (2) identifying criteria for evaluating individual entrepreneurship, (3) developing entrepreneurial skills in online programs, (4) creating



**Figure 3.** Methodological designs, instruments or strategies



**Figure 4.**  
Topics by category  
that emerged from the  
articles

technology development policies, (5) proposing methodological strategies for educational and social entrepreneurship as a whole, (6) investigating whether changes have been made in university curricula based on research results, (7) proposing and investigating new ways to manage entrepreneurship, (8) conceptualizing social good from various interdisciplinary perspectives, (9) establishing clarity in the conceptualization and promotion of emerging terms and methodology, (10) identifying the selection or range of samples, (11) diversifying the research instruments, methodologies and designs and (12) including new variables that broaden the results of educational and social enterprise research.

## 5. Discussion and conclusions

This work's findings contribute to developing the field of educational and social entrepreneurship and its research by:

- (1) Recognizing the contexts that emphasize entrepreneurial development, identifying the main academic contributions and the countries where they are developed.
- (2) Analyzing the methods, strategies and instruments used by researchers.
- (3) Identifying the emerging themes, their correlations and the contexts in which they have evolved.
- (4) Recognizing the main challenges and recommendations proposed by the authors of articles published in the last five years about educational and social entrepreneurship.
- (5) Identifying the management, research and methodological gaps in entrepreneurship.

In this section, we examine each of the aspects mentioned above.

The context of this research examining the published articles leads to a guideline to analyze educational and social entrepreneurship with innovations. The first analysis phase of

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the articles selected from the Scopus and WoS databases revealed the authors with the highest number of citations. They are [Edwards-Schachter et al. \(2015\)](#), who studied the interrelationships of creativity, innovation and entrepreneurship. Their publication is located in the journal *Thinking Skills and Creativity* (Netherlands). In the second phase examining the references used by the authors of the first phase, [Bae et al. \(2014\)](#) have been cited on more occasions by other researchers ([Table 1](#) and [Figure 1](#)). Their study refers to the linkage between entrepreneurial education and the entrepreneurial intention of a group of individuals. Their study is found in the journal *Entrepreneurship: Theory and Practice* (United States). We found that the geographical location of the first author of the articles with the highest number of citations (at least 10) is not exclusive to one or two countries ([Figure 2](#)). According to the data, these authors are in Egypt, Ethiopia, Spain, Colombia, the United States and Pakistan. However, most researchers interested in researching educational and social entrepreneurship are in Russia and the United States.

On the other hand, regarding the publication of articles on entrepreneurship with innovation, the journals with the highest number of publications (from 4 to 7, from 2014 to 2020, found in phases 1 and 2) are *Education and Training* (United Kingdom), *Sustainability* (Switzerland), *Journal of Entrepreneurship Education* (United States) and *Mediterranean Journal of Social Science* (Italy). However, a great variety of journals have included articles focused on entrepreneurship. This leads us to question whether this disparity in the distribution of researchers and journals accentuates the gap in entrepreneurship research, or whether in countries with fewer researchers interested in this topic, public policies are not being developed to promote the training of new entrepreneurs in the educational, business and social areas.

In terms of methodology, we observe that the methodological designs are varied, although empirical studies (qualitative or quantitative) in which the questionnaire is used as a data collection instrument stand out. However, few empirical research articles use the mixed method ([Figure 3](#)). Mixed methods focus on collecting, analyzing and blending quantitative and qualitative data in a single study or a series of studies. This combination provides a better understanding of the research problems than either approach alone ([Creswell and Plano, 2011](#)). This finding demonstrates the need to integrate mixed methods to obtain more comprehensive and relevant results on educational and social entrepreneurship with innovation in business education and social entrepreneurship.

Our interest in analyzing the thematic lines of educational and social entrepreneurship with innovation is to clarify what has been emphasized to know whether education for entrepreneurship has gone beyond business education and has become incorporated in training for social entrepreneurship and the formation of teachers with entrepreneurial competencies. Regarding the entrepreneurial education category, the thematic line focused on implementing innovative projects that contribute to the entrepreneurial education of students. Even though some articles refer to implementations with themes of social entrepreneurship, sustainability and agriculture the incorporation of social entrepreneurship in the academic environment is still low compared to training for entrepreneurship education.

Moreover, the articles that focus on the social context analyze social innovations, types of enterprises that emerge and the characteristics and intentions of social entrepreneurs. In the business field, the articles develop topics focused on human capital and the creation or development of small and medium-sized enterprises ([Figure 4](#)). This concurs with what [Kumar and Kumar \(2015\)](#) express: entrepreneurship does not lead only to the creation of companies; it can occur in different areas according to contextual needs. However, in retrospect, analyzing the emerging themes, we observed insufficient studies that analyze education for entrepreneurship and its impact or correlation with social entrepreneurship, innovation and government policies. In addition, concerning the training of teachers on the subject of entrepreneurship, only five articles mentioned it as part of the process. However,



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this group of articles did not analyze how the training of teachers was carried out to train entrepreneurs.

Based on the review of the articles, we found that the authors referred to gaps in research development and entrepreneurial management. Regarding the field of research, the authors stated the need to implement other types of methods, including new variables and sample expansions. They also stated that gaps in entrepreneurial management suggest the need to make changes in university curricula to ensure the development of entrepreneurial competencies in students; they offered precise definitions of methods and strategies for this purpose.

The results of this study allowed us to highlight three gaps: managerial, theoretical and methodological.

### *5.1 Management gaps*

Considering that studies on entrepreneurship focused on the academic context, especially business education, we determined that there is a need to link the different spheres: educational, social, business and governmental and plan actions aimed at training students with entrepreneurial skills, but first and foremost, train and qualify teachers to be trainers of entrepreneurs. Another gap in management highlights the need to develop programs from the initial level of university degree programs, with categorical changes in the curricula and graduate profiles. If students are expected to be entrepreneurs upon graduation, we have to start by rethinking what contents are included in the curricula.

### *5.2 Theoretical gaps*

In our research, we found that the articles conceptualize business education, social entrepreneurship and entrepreneurs and their characteristics, but we did not find a clear definition of educational entrepreneurship or pedagogical entrepreneurship, even though it is in the educational field where the most significant number of articles on this topic were found.

### *5.3 Methodological gaps*

Entrepreneurship research and management are two variables that must advance in tandem or continuously. The transformations made in the conceptions of entrepreneurship and the skills that entrepreneurs are required to develop must emerge from the results of studies involving all sectors (business, education, government and social). Cooperation and co-collaboration among the different actors will result in greater benefits of sustainable development. We consider that quantitative research is needed to identify the correlation between variables related to entrepreneurial education (in all its aspects, not just the entrepreneurial intention of students), educational or pedagogical entrepreneurship, social entrepreneurship, incursions into entrepreneurial ecosystems and development of new ventures.

The practical implications of this article relate to methodological aspects that are important to consider in future research. According to the findings, it is significant to use mixed methods to investigate topics such as the implementation of programs and innovations related to entrepreneurship in different contexts, development of social entrepreneurship promoted from the educational sphere, formation of entrepreneurial competencies, competencies for social entrepreneurship and entrepreneurial competencies for sustainable development in students. Likewise, a topic little studied in the research is educational entrepreneurship from the perspective of educational transformations of entrepreneurial training and teachers' competencies. On the other hand, it is essential to consider the methodological recommendations put forward by the authors of the articles analyzed in this mapping: use diverse methods, considering the diversity of variables in entrepreneurship. Consider that the method and the selected sample are relevant for the generalization and replication of results in other contexts.

Regarding the implications for the educational field, this study encourages teacher training institutions to implement training strategies so that teachers are the first to develop entrepreneurial skills. This competency in the educational field, according to Sierra (2016), is the ability to devise and implement new and different solutions to problems or situations posed by the environment; it involves developing projects with organizational impact within a framework of innovation, creativity, differentiation and pedagogical and academic autonomy. Educational institutions should encourage the development of entrepreneurial skills and competencies for social and sustainable entrepreneurship to motivate and equip students to provide solutions to real problems in their context.

This study was limited to the review of articles on educational and social entrepreneurship with elements of innovation. Book chapters and books were excluded from the analysis. Articles selected were limited exclusively to those written in the English language; thus, articles written in other languages were excluded. Moreover, the search for the articles was carried out with the chain search: educational and social entrepreneurship. Researchers can continue the analysis of this issue, separating the categories of “educational entrepreneurship”, “social entrepreneurship”, and “entrepreneurial ecosystem”, adding the word “innovation” and including articles in other languages. Finally, a limitation of this mapping is the period selected (2015–2020). New research on entrepreneurship was published in 2021, which is vital for a future literature review.

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